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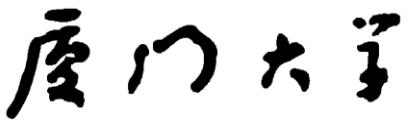
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同声传译的言外知识和工作记忆研究

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硕 士 学 位 论 文

同声传译的言外知识和工作记忆研究

A Study of Extralinguistic Knowledge and Working
Memory in Simultaneous Interpreting

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Abstract

Simultaneous interpreting is believed to be a complicated activity in which language and information are processed under time limitation. It is affected by a number of factors. This thesis presents a research starting from exploring possible factors influencing simultaneous interpreting.

This thesis is composed of five chapters.

Chapter 1 gives an introduction of interpreting and simultaneous interpreting, after which a list of internal and external factors was worked out based on the Interpretive Theory of the Paris School, Gile's Effort Model, Cokely's sociolinguistic model and some other related research, as factors influencing simultaneous interpreting have been inadequately studied.

Chapter 2 presents three interviews conducted in light of grounded theory. In the interviews, the list of factors was verified and enriched. According to the 39 participants, there were mainly 13 factors in 4 categories, among which memory was thought to be one of the most influential factors affecting simultaneous interpreting.

Therefore, the author focused on memory and further probed into the influence of memory on simultaneous interpreting. Chapter 3 reviews the studies of memory in both cognitive psychology and simultaneous interpreting for deeper insight. The previous studies by interpreting researchers mainly went into two directions: working memory in simultaneous interpreting and extralinguistic knowledge in simultaneous interpreting. Therefore, the author conducted two experiments to explore the correlation between working memory, extralinguistic knowledge and simultaneous interpreting.

Chapter 4 presents the research findings and discussion of the experiments. Significant correlation between extralinguistic knowledge and simultaneous interpreting was found and correlation between working memory and simultaneous interpreting was found. That is to say, with no significant difference in language knowledge, language transfer capability and command of interpreting techniques,

better working memory correlates with better simultaneous interpreting performance, and richer extralinguistic knowledge would lead to better performance.

Chapter 5 gives a brief summary of the previous chapters, concludes the contribution and limitations of the present study and raises tentative suggestions for future research.

Key Words: simultaneous interpreting; working memory; extralinguistic knowledge; grounded theory

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摘 要

同声传译是译员在时间压力下从事的一种复杂的语言信息处理活动。它受到多个因素的共同影响。本文从探索同声传译的影响因素开始进行研究。

本文共分为五章。

第一章简要介绍了口译和同声传译。迄今为止，对同声传译的记忆因素的研究仍显不足，因此，本文基于巴黎学派的释意理论、Gile 的认知分配模式、Cokely 的社会语言学模式及其他相关研究，粗略总结并得出包括若干内因和外因在内的一个因素表。

第二章汇报了基于扎根理论开展的三个访谈。在这三个访谈中，39 名访谈对象验证并丰富了该因素表。访谈对象认为，共有 4 个类别的 13 个因素影响同声传译，其中，“记忆”被认为是最具影响力的因素之一。因此，作者着眼于“记忆”这个因素，深入探讨记忆在同声传译中的作用。

第三章综述了认知心理学和同声传译中的记忆研究。其中，同声传译领域的记忆研究主要分为两个大方向：同声传译中的工作记忆和同声传译中的言外知识。随后，基于前文的因素表和文献综述，作者开展了两项实验，分别探讨工作记忆和言外知识与同声传译的相关性。

第四章集中汇报了实验发现和讨论。实验结果显示，言外知识和同声传译存在显著相关性，工作记忆和同声传译存在相关性。也就是说，在译员的语言知识、语言转换能力和口译策略掌握程度无显著差异的情况下，工作记忆能力越好，同声传译效果越好；言外知识越丰富，同声传译效果越好。

最后，第五章对本研究进行了回顾，总结了本研究的贡献和局限性，并提出一些研究展望。

关键词：同声传译 工作记忆 言外知识 扎根理论

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Chapter 1 Introduction

Interpreting as a profession can date back to thousands of years ago when cross-cultural and inter-tribal communication arose. In the past decades, with the growing trend of international communication and exchange and hence much more need for interpreting, interpreting has received much intensive attention. Interpreting, as a special type of translational activity, is often defined as “oral translation”. But the definition of interpreting is more than that.

1.1 Definition of Interpreting

As early as the 1960s, Otto Kade (1968), a self-taught interpreter and translation scholar at the University of Leipzig, defined interpreting as a form of Translation in which a first and final rendition in another language is produced on the basis of a one-time presentation of an utterance in a source language.

Kade’s definition focuses on the immediacy of interpreting. Meanwhile, from the perspective of communication, interpreting was defined by Daniel Gile (1995a: 26) as “essentially a service activity with a communication function, performed in a professional setting with a professional aim in mind, and constrained by this setting”.

Zhong Shukong (钟述孔, 1999: 1) also recognized the nature of immediacy and communication of interpreting, and he thought that “interpretation, essentially, means an extempore oral production, in one language, of what is said in another language”. But from the perspective of culture, he added that “as approved by practice, interpretation cannot be viewed as a merely linguistic undertaking, but should be regarded as an aspect of a larger domain, namely, that of cross-cultural communication”.

Considering the working principle of interpreting, the world-renowned Interpretive Theory School, also known as the Paris School, believed that interpreting was not simple accumulation of words, but reproduction of meanings; interpreting was

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